|  |  |
| --- | --- |
| **Class/Subject: World History** | **Day 4- Introduction to the GeoHistogram** |
|  |  |
| **Objective(s)**  **SWBAT practice utilizing the GeoHistogram as a means of crafting history into a cogent story. SWBAT review the prior concepts as via a formative assessment.** | **GLCE/CCS**  **Topic *WHG F1:* World Historical and Geographical “Habits of Mind” and Central Concepts - Explain and use key conceptual devices world historians/geographers use to organize the past including periodization schemes (e.g., major turning points, different cultural and religious calendars), and different spatial frames (e.g., global, interregional, and regional).** |
|  |  |
| **Materials:**   * **Classroom set of the GeoHistogram (**<http://alliances.nationalgeographic.com/detail/michigan-geographic-alliance-mga/edn8C7BFE64F9BAB4E0F>) * **Dry erase markers to write on the GeoHistogram.** | **Procedure/Activities :**   * **N/H Board** * **Quiz on Historical Perspective, Scale and Primary Sources** * **Give students GeoHistogram and have them follow along on them as I give an Introductory PowerPoint and lecture.** * **Then pair students and give them practice activities** * **Clean up and reiterate main points of the day** |
|  |  |
| **Strategies (check all that apply)** | |
| X Direct Instruction/lecture | \_\_X\_\_ Summarizing & Note taking |
| X Guided Practice | \_\_\_X\_ Cooperative Learning |
| \_\_\_\_ Teacher Demo | \_\_\_X\_ Identifying Similarities & Differences |
| \_\_\_\_ Group Discussion | \_\_\_X\_ Nonlinguistic Representations |
| \_\_X\_\_ Graphic Organizer | \_\_\_\_ Setting Objectives |
| \_\_\_\_ Technology Integration | \_\_\_\_ Generating & Testing Hypotheses |
| \_\_\_\_ Independent Practice | \_\_\_\_ Other(explain) |
|  |  |
| **Assessment:** | **Notes:** |